

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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# STATE AMERICANIZATION

THE PART OF THE STATE IN THE  
EDUCATION AND ASSIMILATION OF  
THE IMMIGRANT

By

FRED CLAYTON BUTLER

DIRECTOR OF AMERICANIZATION, BUREAU OF EDUCATION



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**LETTER OF TRANSMITTAL.**

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, September 30, 1919.*

SIR: In the United States all public education is primarily the function of the several States and not of the Federal Government. Whatever help, financial or otherwise, the Federal Government may finally give to that very important phase of education which we call Americanization—education of adult foreign-born persons in our language, American life and ideals, government, and industrial and social opportunities—the States must continue to perform the important tasks of organizing the work in their several municipalities and of giving them the necessary immediate oversight and direction. To assist State school officials in these important tasks Dr. Fred Clayton Butler, Director of Americanization of the Bureau of Education, has prepared the manuscript which I am transmitting herewith for publication as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

## FOREWORD.

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There are many thousands of people who are in a position to exert great influence in the work of Americanization, through their leadership or membership in State legislatures, State bureaus and departments, and State organizations, official and voluntary.

The primary purpose of this book is to lay before that body of men and women some concrete suggestions of ways by which the States may serve effectively in the education and the assimilation into full fellowship and citizenship of our foreign-born people.

The States are rapidly coming to see the importance of this problem, and many are taking official action. The conception of the task varies greatly, and some of the methods advocated in some States seem unwise to those who have long studied the question. It seems wise, in order to bring about a common understanding of the problem, that this present work should be issued immediately.

Those interested in the opportunity to render service in this task through the States are urged to read the book "Community Americanization" in order to secure a fuller understanding of the principles underlying the problem. They are also referred, for the expert phases of Americanization, to three other bulletins which will be printed by the Bureau of Education coincidently with the present one: "Teaching English to the Foreign Born," "Teaching Native Illiterates," and "Training Teachers for Americanization."

THE AUTHOR.

# STATE AMERICANIZATION.

## Chapter I.

### GENERAL PRINCIPLES.

During the heat and passion of war, some of the American people lost for a time that sense of justice and fair play which has always characterized this Nation. We permitted our righteous hatred of Germany's barbarism to overflow upon even those who left Germany because of her methods. Even those who bore German names, though of native parentage and intensely patriotic to America, were keenly conscious in many cases of an underground current of suspicion and resentment.

Chauvinists in some instances sought to translate this unhealthy mental attitude into law, and some of the States passed acts which we now see were not entirely fair and just. The good sense and judgment of the American people can be trusted to reassert themselves and eliminate from the statutes those regulations which were inspired by war passions rather than by wise deliberation.

There has always been in America a group, happily a very small one, which has advocated "America for Americans only," meaning by "Americans" themselves and those others who were accidentally born in this country. If America is to be a place merely for the select, it must be obvious that the matter of birth is too uncertain to be used as a qualifying factor. The fathers wisely decreed that the gates of America shall be open to all who meet certain reasonable requirements. It is therefore a condition which confronts us and not a theory.

### ILLITERATES IN THE DRAFT.

We have in this country to-day, according to a census now 10 years old, eight and one-half millions of people who are either entirely illiterate or can not read and write the language of America. Although this number is of itself greater than the number of all the people of the Dominion of Canada, our draft statistics show us that it is probably far under the correct number. Of 1,552,000 men who were examined in the draft Army, 386,000, or 24.9 per cent, were unable to read an American newspaper or write a letter. If this may be taken as a typical cross-section of the American people (and these were all men between

21 and 31 years old—the group which presumably was most recently out of our schools), then there are probably more nearly 18,000,000 people in this country who can not read our laws or who must receive their patriotic impulses from newspaper published in foreign languages.

Now, despite the efforts of those who would close our gates to all immigration, these people are here. They can not be returned to the land of their birth. In fact it is probable that more than half of them were born in America. Their presence here and their needs constitute a problem. This is the problem of Americanization.

All must admit that if America is to be really a nation and not a group of races, there must at least be a common tongue. Although this country was discovered by an Italian and settled largely by the French and Spanish, fate has decreed that English is to be the language of America. It is not unfair therefore to ask that all who come to America to make this their home shall equip themselves with the English language. This does not mean that they must give up the language of their native land, but merely that they shall also learn the language of America, that we may understand them and that they may understand us.

#### SUASION BETTER THAN FORCE.

There are those who would insist that the immigrant be forced to learn the English language, and there are those also who would insist that he be forced to give up the use of his mother tongue. Calm thought will of itself demonstrate the unwisdom of the latter course. We have been too prone to blame the foreign born for not learning English, when only a very few of our communities have made any provision whereby they might learn it. Only a few cities have provided schools for adults conducted at such hours that an adult may attend.

It would seem to be wiser and fairer, before trying force, to provide facilities and then attempt to create a desire to learn upon the part of the foreign born. Such a policy is not only in keeping with the traditional liberty of America, but it is a sound economical and political procedure.

The minor child, however, is a ward of the State, and here compulsion may be used without any infringement of constitutional or moral rights. Let us therefore see that no boy or girl reaches the age of 21 without the ability to read and write and think in English. Let us also make the facilities for adults to secure an education in English so general that they will be available to all. Proper organized effort and the cooperation of all agencies concerned can then be depended upon to bring, of their own free will, the non-English speaking into the classes.

In all of our dealings with the foreign born we should remember that until they are naturalized they are guests of our nation and protected by solemn treaties entered into by this Government with the countries from which they came. We can, as a rule, apply no restrictions to aliens in America which will not thereby automatically permit other nations to apply similar restrictions to Americans abroad, and it should not be forgotten that many thousands of our people are resident in other countries, engaged in business, in the arts, and in the sciences. They are hostages for the fair treatment of other peoples here.

#### CITIZENSHIP LAWS TOO LOOSE.

It is no intrusion upon the immigrant's liberty to insist that he should be able to read and write English as a requisite to his becoming a citizen. We have without a doubt been too free with the priceless privilege of citizenship. Aliens in large numbers have applied for their citizenship papers because they could then secure a hunting license at a cheaper fee or because they could then keep a dog, which privilege local laws forbade an alien. This is of course a travesty upon the honor and pride of the nation. A number of States still grant citizenship, or rather the right to vote, upon the mere statement of intention to become a citizen. Such statements are in thousands of cases never fulfilled. Here then is a first task for the States--to bring their laws concerning the right to vote up to a standard with those of other States, to the end that there shall be a voting citizenship based upon uniform requirements.

Laws have been introduced in State legislatures tending to prohibit racial organizations and to abolish the foreign-language press. It is hoped that here also the good judgment of the American people will assert itself. To prohibit association based upon a common mother tongue or upon racial kinship would be another invasion of liberty which could not be justified before the law. Our own people form in groups around all sorts of common desires and objects. Our fraternal organizations are exclusive in their membership to those who believe in the particular ideals advocated in their respective rituals. We have our Chicago societies in New York and our New York societies in Chicago. We have our California societies and our Illinois and other societies wherever men from those States live in large numbers away from the homeland they love so well. This is a most human tendency and of itself can work no harm. The harm is caused when those gathered together cherish and advocate theories contrary to the welfare of this Nation. And such may gather together as well in the form of a college fraternity as in that of a racial organization.

The racial organizations of this country, numbering as they do millions of our foreign-born among their membership, can be a



great and most invaluable factor in the task of assimilating and educating our immigrants. Many of these organizations as a matter of fact make full citizenship in America within a certain period of years one of their essentials for membership. All of them when properly approached, we may be sure, will join whole-heartedly with us in any wise and necessary program for Americanization.

#### THE FOREIGN-LANGUAGE PRESS.

The foreign-language press, similarly, constitutes a great and powerful force that will offer itself for the education of its readers. There are undoubtedly millions of people in this country who can read satisfactorily only their native foreign tongue. To destroy, even if we could do so, our only means of bringing our story to their minds would be folly. A little reflection would show how difficult it would be to prohibit the publication of newspapers or magazines or books in foreign tongues. We would then have to prohibit the importation of anything printed other than in English. Some of the great masterpieces of the world would be ruled out of our land. Our scientists and artists would be provincialized. But it is idle even to discuss such an action in America. Here again wisdom advises that we direct our efforts at the cause rather than at the effect. When all of our people have been furnished with the proper educational facilities for learning English, the need for papers published here in foreign tongues will disappear. In fact, already the more forward-looking publishers of foreign-language newspapers are printing a part of their paper in English in order that they may hold that portion of their clientele which is gradually acquiring the English language. Other publishers may be depended upon to see that such a plan is both patriotic and good business.

Some people assume that whatever is printed or said in a language which they themselves can not understand must necessarily be pernicious. As a matter of fact a careful translation of large numbers of foreign publications in America reveals nothing so dangerous as much that appears openly in the English language. This is not intended as a plea for the foreign-language press in America. It is a plea for level-headedness in dealing with a problem so intimately connected with a proper solution of our task. We hope and believe that the day will soon come when the foreign-language press will gradually be transformed into publications in English, not through compulsion, but through the removal of the special need which they now serve.

#### ENGLISH LANGUAGE FIRST NEED.

As has already been pointed out, the first essential in the proper assimilation of our foreign-born people is the provision of facilities for learning the English language. The Constitution, not having spe-

cifically placed education in the control of the Federal Government, thereby reserves it to the States. The first task, therefore, for State workers is to bring about a public sentiment that will demand the provision of facilities for the education of adults in English, civics, and American history. It is hoped that the Federal Government will soon decide to join the States in a cooperative movement toward such an end. In the meantime the States should act independently.

State legislators should recognize that the proper education of our foreign born goes much further than mere "book learning." Laws enacted to provide such education should be so elastic that facilities may be provided wherever the foreign born may be brought together in groups. Only a comparatively small portion of these people can ever be brought into our night schools. We must reach the greater number with classes in industrial plants, in their lodges and labor unions, and even in their churches. The public-school authorities should be authorized to send properly trained teachers wherever the necessary minimum number of such people can be formed into a class and at such hours of the day or night as will be most convenient to their needs.

Just as the teeth and general health and even the home conditions of the child are recognized as a proper field for the supervision of the school authorities, so legislators should recognize that the environment of the foreign born and their community and social conditions are a part of the problem as well as the mere teaching of English. The public-school authorities should be permitted a broad discretion in the field of work and not limited too strictly to pure education. As will be described later, the public-school system should be the hub around which all the forces of the State and community may work in this problem.

In his book on 'Community Americanization,' the writer has set forth the following essential requirements for those who would serve the Nation in this task:

We must first of all, if we are to do our work properly, possess the American spirit ourselves. We should have some knowledge of those whom we are seeking to initiate into our brotherhood. We must know the difficulties under which they are laboring in this new land. We must come to have a real respect for them as men and for their possibilities as members.

These requirements apply with equal or greater force to those who plan to work along State lines, and all such are urged to read Community Americanization both for the broader treatment it gives of these requirements and for a proper knowledge of the program they are urged to bring about within the communities of the State.

<sup>1</sup> Bureau of Education, Bulletin, 1919, No. 76.

## Chapter II.

### STATE LEGISLATION.

Purely as a suggestion to the authorities of other States, the laws of the State of New York which affect the education of adolescents are included herein. Suggestions are also added which will enable the school authorities of a State to make cooperative arrangements with the National Government when it shall adopt the necessary legislation.

Every minor between 16 and 21 years of age who does not possess such ability to speak, read, and write the English language as is required for the completion of the fifth grade of the public or private schools of the city or school district in which he resides shall attend some day or evening school or some school maintained by an employer, as hereinafter provided, in the city or district in which he resides throughout the entire time such school is in session; provided that no such minor be required to attend, if the commissioner of health of the city, town, village, or district where such minor resides, or an officer, deem such minor physically or mentally unfit to attend.

Any minor subject to the provisions of this section who willfully violates any provisions of this section shall be punished by a fine not exceeding \$5.

Every person having in his control any minor subject to the provisions of this section shall cause such minor to attend a school as hereby required; and if such person fails for six sessions within a period of one month to cause such minor to so attend school, unless the commissioner of health or the executive officer of the board or department of health of the city, town, village, or district where such minor resides, or an officer thereof designated by such board, department, or commissioner shall certify that such minor's physical or mental condition is such as to render his attendance at school harmful or impracticable, such person shall, upon complaint by a truant officer and conviction thereof, be punished by a fine of not more than \$20.

Whoever induces or attempts to induce such minor to absent himself unlawfully from school or employs such minor, except as is provided by law, or harbors such who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than \$50.

The employer of any minor subject to the provisions of this section shall procure from such minor and display in the place where such minor is employed the weekly record of regular attendance upon a school, and it shall be unlawful for any person to employ any minor subject to the provisions of this section until and unless he procures and displays said weekly record as herein provided. It shall be the duty of the teacher or principal of the school upon which he (such minor) attends to provide each week such minor with a true record of attendance.

Any employer may meet the requirements of this act by conducting a class or classes for teaching English and civics to foreign-born in shop, store, plant, or factory, under the supervision of the local school authorities, and any minor subject to the provisions of this act may satisfy the requirement by attendance upon such classes.

Night schools wherein the common branches and such additional subjects as may be adapted to students applying for instruction are taught on three nights each week, for two hours each night, shall be maintained by the board of education—

- (1) In each city of the first class throughout the duration of the day-school term.
- (2) In each city of the second class on at least 100 nights.
- (3) In each city of the third class on at least 80 nights.
- (4) In each city not subject to the foregoing provisions and in each school district where 20 or more minors between the ages of 16 and 21 years are required to attend school, or where 20 or more persons over the age of 16 years make application for instruction in a night school, for at least 75 nights.

All night schools shall be free to all persons residing in the districts or city.

The commissioner of education is hereby authorized to divide the State into zones and to appoint directors thereof, teachers, and such other employees as may be necessary to promote and extend educational facilities for the education of illiterates and of non-English-speaking persons.

The board of estimate and apportionment of a city, the council of a city, or the common council of a city, the board of supervisors of a county, the board of trustees of an incorporated village, the town board of a town may make appropriations to aid and promote the extension of education among the illiterates and non-English-speaking persons within the jurisdiction of these respective bodies.

No person, after January 1, 1922, shall become entitled to vote by attaining majority, by naturalization, or otherwise, unless such person is also able, except for physical disability, to read and write English.

The State law should provide that such minors as are unable to read and write English with the specified facility should attend school for a minimum of 200 hours each year, even though it be necessary for them to attend the regular day public school.

The law should also designate the commissioner, or superintendent of education, the State superintendent of public instruction, or other chief educational officer, as the official representative of the State authorized to complete any necessary cooperative arrangements with the Federal Government.

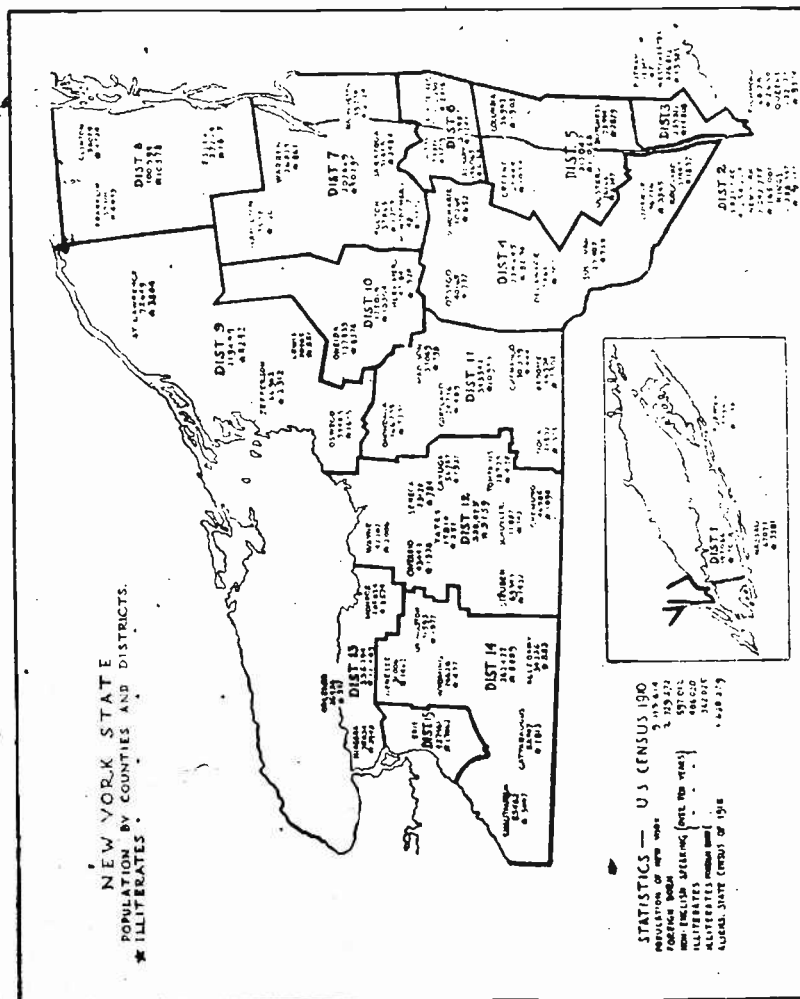
The State treasurer should be designated specifically as the officer authorized to receive Federal funds.

The chief educational officer of the State should be authorized to negotiate and arrange with the Federal Government for the expenditure of any joint funds at any time available.

When the Federal Government makes a specific appropriation of funds for expenditure in each State, further action by the State legislatures will be necessary to make appropriations meeting the requirements of such Federal acts, unless blanket appropriations may be provided in anticipation of such action by the National Congress.

A map of the State of New York, showing the proposed zoning, is printed herewith. It is proposed to divide the State into 15 zones. These zones have been worked out on the following basis: (1) Purposes of local administration; (2) number of illiterates and non-English speaking in each district (8,000 to 12,000); (3) natural geographical divisions. The divisions should be upon county lines.

It is proposed to organize in New York under a director or supervisor a representative group of local Americanization committees, similar to the plan explained in the book "Community Americanization." These committees will represent all the activities and



forces functioning in Americanization service; for example, public schools, civic bodies, chambers of commerce, rotary clubs, women's organizations, industries, foreign societies and leaders, social and civic forces, including Young Men's Christian Association, Knights of Columbus, Young Men's Hebrew Association, etc.

The function of this director will be to administer the State's activities through the local forces, to coordinate the local activities behind the public school extension program, to arouse and focus public attention and enlist volunteer activity upon constructive Americanization, to supervise the teachers trained for this work, through local cooperation of public school authorities, and to arrange local training centers when and where needed.

Other State legislation will be necessary in order to protect the foreign born from imposition, exploitation, adverse housing conditions, etc. These needs will be brought out from time to time as the work progresses. Such progressive and modern measures as small-claims courts, public defenders, etc., should be studied and provided whenever found advisable.



### Chapter III.

#### THE STATE AND THE COMMUNITY.

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It is obvious that the national problem of Americanization is too large and too widespread to be solved from the City of Washington. To care for it properly there must be decentralization similar to that followed in the plans of the Federal Reserve Banking System, for instance. Under such a plan, there would be regional directors directly representing the National Government in groups of States. These regional directors would establish cooperative working relations with the State directors and would place at the disposal of the latter all the facilities of the National Government available for the work.

The plan already adopted by New York for the work in that State follows similar lines, with regional directors for the several groups of counties. The uniform adoption of such a plan throughout the Nation would give a simple, effective, and business-like working organization with direct lines from the Federal director, through the regional directors, the State directors, the district directors to the community directors. The adoption of this plan is urged upon those in authority in the States.

The work of Americanization vitally concerns several different State departments, such as health, labor, etc., but fundamentally the task is one of education. It seems far better therefore to have this work made a part of the educational machinery of the State unless it can be made a separate department of the State's work. The education of our foreign-born people is a task for our educational scientists, and not for the layman who knows nothing of the process of transforming men's minds.

#### THE COMMISSION PLAN. •

Some States, notably California, have already organized for this work along lines quite different from the New York plan. In California the task of improving the environment and protecting the interests of the foreign born was a number of years ago placed in the hands of a special commission, that of immigration and housing. Excellent work has resulted. Here a body of men and women, giving a part of their time, have directed the work through an execu-

tive secretary and assistants, while under the New York plan the responsibility is placed upon a State director reporting to the State commissioner of education. The New York plan may be adopted and the advantages of the California plan incorporated by appointing an advisory State committee which will represent all the State interests involved in Americanization.

This committee should include representatives of the various State bureaus affected, the principal racial organizations of the State, the industries, the federation of labor, the women's organizations, patriotic societies, etc. Such a committee would coordinate all the activities of the principal State organizations, eliminate duplication of effort, bring harmony of purpose, and be a powerful factor in advising and aiding the State director in carrying on the work.

A State department or commission (or committee) should be democratic, and made up of citizens who have had actual experience with immigrants and who represent various viewpoints in connection with the problem. The commissioners should preferably be leaders in their fields who could not give full time, but who would determine general policies and employ a staff of experts for the work of administration. Obviously, the smaller communities or private agencies can not afford to retain the services of experts in all the various lines of Americanization work, but the State can do so, and it can make them available for surveys and advisory work in each community. The State department, working in cooperation with the National department, thus has a concentrated power to inform each community as to its problems and as to the newest and most successful methods for attacking these problems. Few, if any, States can afford to maintain a department sufficiently large to do all the direct field work; and, indeed, it is questionable if the State should perform such functions. However, the State organization should be flexible and so developed that, on short notice, it can send experts in any line to the aid of the community.

#### THE STATE'S RESPONSIBILITY.

But it is not to be assumed that the State should await the call of the community. The initiative must be assumed by the State; it should keep in close contact with the National department, and also with the work being done in other States, and should assume responsibility for inaugurating work and programs, the value of which has been proved, not only in communities which have already recognized their Americanization problems but also in the backward communities which have failed to realize that they have any such problem. The California commission has boldly faced this question and has sent staffs of investigators into the most backward communities to make surveys, and has then confronted the community government and social agencies with a frank and full report of the conditions, pointing out the work that the local community agencies must undertake to meet the situation. When persuasion has failed, the commission has resorted to public exposure of existing conditions, and publicity has usually achieved the desired end.

In this connection it might be pointed out that the most progressive communities should always cooperate with the State department in compelling backward communities to undertake this work, because in many ways the Americanization problem can not be isolated, nor can it be solved by isolated action; it is what we might term a "migratory problem." For example, especially in our Western States, the greater percentage of foreign-born people are migratory workers, therefore in the fields of housing and sanitation the community does not fully protect itself by establishing proper



and high standards, because the flow of migratory workers from one community to another has the effect of constantly reducing or endangering these standards. The same example holds good in the fields of education. These are clear instances of a low-standard community affecting a high-standard community, whereas the reverse is, unhappily, not true unless there is a centralized State agency to serve as a clearing-house for the establishment of uniform standards in all communities.

#### DEFINITE POLICY NECESSARY.

Simultaneously with the development of an organization for energizing communities and for rendering expert assistance and guidance, the State department must develop, as it goes along, a definite Americanization policy. It must not fall into the error of adopting some printed program or of hastily writing out a program in the seclusion of an executive session. It must establish direct contact with the foreign born, preferably by means of the establishment of complaint offices for handling cases of exploitation, in order that it may find out from the immigrants themselves what problems and difficulties have confronted them in the particular State. The State policy must be framed to meet such facts, not to test theories. In addition, the department must survey every field that has a possible bearing upon the broader work of Americanization, for it is bound to find fields where the State must do the direct work, because legal technicalities and the inherent nature of the work itself will make it impossible for communities to undertake it.

The State, in developing a policy, must realize that the community or the local private agency is apt to see only some one small angle of the Americanization problem, and the scope of its work may become too rigidly set in a narrow field. It is the duty of the State to maintain a clear and broad vision of the problem as a whole, and to keep the communities and local agencies out of the ruts and up on the open road leading to a set goal of accomplishment. Furthermore, the private agencies or charities have too long borne the burdens in this field. They have done noble pioneer work, but this is a public problem, the responsibility of the State, and we should no longer impose upon such generosity. The State can bring pressure to bear upon local units of government to make them undertake this work in their communities. Furthermore, the State, since it represents the people, can make an Americanization program truly democratic, and there will be none of the suspicion of self-aggrandizement or religious proselyting that unfortunately often attaches to the program of private agencies.

#### OPPORTUNITY UNLIMITED.

The opportunities for the States and the Nation are unlimited. They can centralize or focus public attention upon inadequate standards that are discovered and practically compel immediate improvements that could be achieved by the communities single-handed only in several decades.

Under our forms of government the responsibility in educational matters is largely that of the States. Therefore the State Americanization department should study and point out the defects in our public-school system which retard the school end of Americanization, and it should boldly lead the communities in a fight to make of our educational system in fact what we boast of it in fancy. The States, with the backing of the Nation, must aid and, where necessary, force the community in raising the standards of education in making of teaching a real profession, made up of trained teachers paid a decent wage, sufficient at least to maintain the American standard of living. If the community does not secure this backing and guidance of the State, its work in the schooling field of Americanization is a weak, almost futile, compromise with the shortcomings of our educational system.<sup>1</sup>

<sup>1</sup> Mr. George L. Bell, formerly attorney and executive officer of the California Immigration and Housing Commission, in an address before the National Conference on Methods of Americanization.

## Chapter IV.

### STATE SURVEY.

One of the first tasks for a newly organized State department of Americanization is to make a study of the problem, of the agencies already at work, and of the agencies available for the work. Every effort should be made to limit the information gathered to that which is essential, in order that the resulting data may not be so voluminous as to be confusing. There is incorporated herewith a suggestive survey.

#### TENTATIVE PLAN FOR STATE AMERICANIZATION SURVEY.

##### I. IMMIGRANT POPULATION COMPOSITION AND CHARACTERISTICS.

###### A. Summary of Data from Census of 1910 for State and Chief Cities.

- |   |  |
|---|--|
| 1. Population.<br>2. Color and nativity.<br>3. Foreign nationalities.<br>4. Males of voting age.<br>a. Citizenship of foreign-born white. | 5. Illiteracy.<br>6. Inability to speak English.<br>7. School age and attendance.<br>8. Map showing per cent of foreign white by counties, in total population, etc. |
|---|--|

*Remarks:*

###### B. Summary of Data for Cities and Towns, secured through questionnaires, etc. (See attached questionnaires.)

###### 1. Immigrant and Total Population Compared, 1910 and present.

Cities and towns.	Population, 1910 census.	Number foreign-born and foreign percentage in 1910.	Present population.	Estimate of present number foreign-born and foreign percentage.

*Remarks:*

###### 2. Males of Military Age -- Native and Foreign-born.

###### a. Number Registered.

- |   |                                  |
|---|----------------------------------|
| 1. Native<br>2. Naturalized<br>3. Declarants<br>4. Aliens | .....<br>.....<br>.....<br>..... |
|---|----------------------------------|

(Information can be secured from 1917-18 records of draft boards.)

*Remarks:*

###### 3. Immigrants in Industry.

Cities and towns.	Approximate total number employees.	Approximate number immigrant employees.	Number classes for immigrants.

*Remarks and suggestions:*

##### II. STATUS OF EDUCATIONAL FACILITIES.

###### A. Public Day Schools for Children.

Cities and towns.	Number of public schools attended largely by children of immigrants.	Total number of children attending.	Number of children of immigrants attending.

*Remarks and recommendations:*

## B. Public School Classes, Evening and Day, for Immigrants above Regular School Age.

Cities and towns	Total number of adult immigrants	Number of immigrant classes	Average total number attending	Number hours instruction per year.	Money appropriated last year
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*Remarks:* Legislation governing these classes. Are they covering the situation adequately? Is the subject matter taught adapted to the needs and interests of the immigrants? Do the classes as a whole hold their pupils? etc.

*Recommendations:*

## C. Private Day Schools.

Cities and towns	Number of private schools attended largely by children of immigrants.	Total number of children attending	Total number of children of immigrants attending.
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*Remarks and Recommendations:*

## D. Private School Classes, Evening and Day, for Immigrants above Regular School Age.

Cities and towns.	Number of classes	Average total number attending.	Hours per year.
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*Remarks:*

## E. Factory Classes.

Cities and towns.	Approximate number immigrant employees.	Number of classes.	Average total number of immigrants attending.	Number of hours per year.
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*Remarks:* Showing especially the cooperation furnished by the school authorities.

*Recommendations:*

## F. Libraries.

Cities and towns.	Number libraries patronized by immigrants.	Estimated number immigrant patrons.	Number books Foreign. English.	Estimated circulation among immigrants per year. Foreign. English.
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*Remarks:* Is the number of foreign-language books in keeping with the foreign-language speaking population?

*Recommendations:*

## G. Reading Rooms.

Cities and towns.	Number reading rooms patronized by immigrants.	Estimated number immigrant patrons.	Number papers. Foreign. English.
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*Remarks and suggestions:*

## III. OTHER FACILITIES AVAILABLE FOR IMMIGRANTS.

## A. Racial Churches.

Cities and towns.	Number of racial churches.	Approximate membership.
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*Remarks and suggestions:*

**B. Racial Organizations**

Cities and towns.	Number of racial societies	Approximate membership.
_____	_____	_____

*Remarks:* Possibilities of cooperation. Accomplishments of foreign language societies, etc. Mention, if possible, enrollment of immigrants in English-speaking organizations such as Elks, Odd Fellows, Woodmen of the World, etc.

*Recommendations:*

**C. Foreign language newspapers published in \_\_\_\_\_**

Cities and towns.	Number foreign-language papers.		Total circulation
	Daily.	Other.	
_____	_____	_____	_____

*Remarks:* Mention newspapers from other States which circulate to any extent in \_\_\_\_\_, etc.

*Suggestions:*

**D. Community Centers.**

Cities and towns.	Number	Approximate number of immigrants reached.
_____	_____	_____

*Remarks:* What funds are available in general for this work, and the legislation upon which it depends? What basis of cooperation is there between schools and community centers?

*Suggestions:*

**E. Legal Aid Societies**

Cities and towns.	Number of offices.	Approximate number of immigrants reached per year.
_____	_____	_____

*Remarks and suggestions:*

**F. Information Bureaus Reaching Immigrants.**

Cities and towns.	Number of offices.	Number of immigrants reached per year.
_____	_____	_____

*Remarks:* Describe the general nature and scope of the work, use of interpreters, foreign language translations, etc.

*Suggestions:*

**G. Housing Committee, Bureaus, etc.**

Cities and towns.	Number.
_____	_____

*Remarks:* Summary of reported housing conditions among immigrants.

*Suggestions:*

**H. Charity Organizations.**

Cities and towns.	Number of agencies.	Total number assisted per year.	Number immigrants assisted per year.
_____	_____	_____	_____

*Remarks:* Description of general plan of organization in the State, etc.

*Suggestions:*

## I. Recreational and Gymnastic Facilities.

Cities and towns.	Number play-grounds.	Approximate number immigrants reached per year.	Number other recreational and gymnastic agencies.
_____	_____	_____	_____

*Remarks and suggestions:*

## J. Health Agencies.

Cities and towns.	Visiting nurse organ.	Approximate number immigrants reached per year.	Free dispensary.	Approximate number immigrants reached per year.	Child-welfare organ.	Approximate number immigrants reached per year.
_____	_____	_____	_____	_____	_____	_____

Health inspection bureaus.	Approximate number immigrant cases per year.
_____	_____

*Remarks:* Institutions maintained by State and county governments and extent to which they reach immigrants.*Suggestions:*

## K. Penal Institutions.

Cities and towns.	Number.	Number of immigrants.
_____	_____	_____

*Remarks:* Extent to which they are maintained by county and State government.*Suggestions:*

## Chapter V.

### COORDINATION OF FORCES.

A State committee or commission having been formed or a State director appointed, there are certain definite steps that may be taken to inaugurate a State-wide program. If the legislature of the State has not yet recognized its duty and responsibility in the matter of Americanization, and the committee is an unofficial one, its first efforts should be directed toward securing the necessary legislation and appropriations properly to undertake the work.

Assuming that an unofficial committee has been appointed, representing the various State agencies and interests involved in Americanization, the first step should be to appoint an executive director and provide funds for operation. A temporary director may be secured from the State educational department or from the State university in its extension department. Either of these organizations may be induced to provide temporarily the services of such a man in order that the movement may be inaugurated and the educational system of the State made the auspices for its continuance.

At least a nominal fund may be secured by calling for contributions upon each of the State agencies working in the field of Americanization. The plans of the committee may be put in concrete form and a fund raised by public subscription from the industries, chambers of commerce, public-spirited citizens and other sources.

#### SECURING LEGISLATION.

The director and funds provided for a short period at least, a State-wide campaign should be undertaken to show the need for adequate legislation, to arouse the communities to action and to create a public sentiment which will enable the legislature at its first meeting to provide the necessary funds. When the legislature takes action, the unofficial committee may be disbanded or may offer its services in an advisory and coordinating way to the official charged with the responsibility for the work. It would seem wise for each State director to name some sort of a State committee to act as an advisory cabinet. Such a committee should preferably be representative of influential State forces or organizations rather than of sections of the State. If each of the great State agencies can thus be coordinated, even though unofficially, mutual understanding, harmony of action, and elimination of duplication will be greatly promoted.

One of the first tasks in Americanization is the provision of a body of properly trained teachers. The normal schools and State university may be induced to institute courses for the special training required and the committee can aid in securing recruits for the classes. Teachers' institutes may be held in various parts of the State. The Bureau of Education bulletin "Training Teachers for Americanization" will be found most helpful in planning the work of such classes or institutes.

State laws should be provided, if necessary, making English the primary language of the schools of the State, both public and private. All of the subjects of the school should be taught in English, and the school itself should be conducted in English in order that the future citizens of America may learn not only to talk but to think in the language of this land. Each State and community must decide for itself what foreign languages may be taught in the schools, but such languages should be taught in classroom periods exactly as all other subjects are taught and should not dominate the school.

It is hoped that the Federal department may be enabled to take an active part in bringing about the organization of the States and in forming expert agencies of service at Washington to assist the States and through them the communities in solving the problems relating to Americanization. The State department or committee must, however, undertake the task of correlating all of the agencies of the States—educational, industrial, racial, and social—in order that they may serve with methods, materials, and expert service the needs of the communities. The State department must also take the initiative in organizing or federating the forces of the community exactly as has been recommended for those of the State.

#### FINAL TASK THE COMMUNITY'S.

The great task of educating, protecting, and assimilating our foreign-born people must be performed by the communities where these people live and work. These communities must be organized and set at work. It should be unnecessary to create any new machinery within a community, for every community has already of its own initiative formed organizations and societies which are ready for the work. The task is to bring them together in one united force.

Practically all local agencies are branches of a State organization of similar character. It is those State organizations which possess such local agencies which must first be coordinated. Once the State organization is brought fully into the work, the way will be made easy for all of the community committees to make cooperative contact with the local agencies.

The State chamber of commerce, wherever it exists, should be a powerful factor in bringing back of the State program the influential



and representative bodies which compose its membership. The State association of commercial secretaries whose members are the executive officers of the local chambers can wield a most helpful influence.

The State federation of labor, with its hundreds of local unions, is a necessary factor, for through the unions direct influence may be brought to bear upon the non-English-speaking workmen to enter the classes wherever they may be formed. Organized labor has recently taken a strong stand for the education of the illiterate and non-English-speaking people.

The State association of manufacturers represents a group which is indispensable in the work of Americanization. The active support and complete sympathy of the manufacturers must be secured by each community, and this can be greatly advanced by first securing the cooperation of the State association.

The State departments of education, of health, of industrial relations, and those other bureaus which are concerned in the broader aspects of Americanization should of course be brought into the plans. The State university, through its educational extension work, can be of very great assistance not only in the educational phases of the work but in the social aspects as well. Through its traveling libraries, film service, community center, and other work, the extension division can directly assist the communities in practical Americanization.

The State federation of women's clubs and the women's patriotic organizations can start a great force at work in every community in the State, and they should be brought completely into the plans of the State committee.

The special educational branches, such as home economics, kindergarten, and school nursing, can through their State leaders be of material assistance. The State organizations of the doctors, visiting nurses, lawyers, bankers, dentists, architects, and others can not only render direct assistance, but they can in turn spur their individual members to proffer their help to the local committees.

The State library association, the State Young Men's Christian Association, Young Women's Christian Association, Knights of Columbus, Young Men's Hebrew Association, and other semi-public institutions, the Boy and Girl Scouts, the social workers, the churches and the church organizations—all of these should be interested in the work.

Of an importance which is very great are the racial organizations. Many of the local racial societies are formed into State groups, and if the interest, sympathy, and support of the latter are once secured, that of the former will follow naturally.

In bringing all of these active agencies into a common program, great tact on the part of the State committee or director will be re-



quired. Many of these agencies are already at work in the field. It will not be an easy task to incorporate them into a common program, but it can be done. The interests of the State and Nation are involved, and each organization must be impressed with the necessity for teamwork if the proper results are to be secured.

With vision, sympathy, tolerance, and a sincere friendliness toward the foreign born by those in authority within the States, with adequate funds for the provision of educational facilities for their needs, and with earnest and cordial cooperation on the part of all the powerful forces of the Nation, State, and community, America can within a decade weld all of its various peoples into one great, harmonious, homogeneous whole and the words of its national motto be at last achieved—"One out of many."

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